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ABSTRACT

This final report on the American Association of School Administrators' 1980 Summer Instructional Leadership Conference includes information on the background and scope of the project, a list of presenters and their topics, and plans for future programs. In addition, abstracts of 20 papers presented at the conference are appended. (MD)

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FINAL REPORT

American Association of School Administrators
1980 Summer Instructional Leadership Conference:
A Cooperative R&D Dissemination Project

NIE Contract 400-80-0011

William Spady, AASA Project Director

Charles Haughey, NIE Project Officer

December 1, 1980

EA 013 495

SCHEDULE OF DELIVERABLE PRODUCTS
TO NIE

Product	Delivery Date
1. Conference promotion and registration brochures	April 4, 1980
2. List of tentative program topics (approximately 30) and presenters (48 presenters minimum).	April 22, 1980
3. Tentative letters of invitation to NIE designated presenters and to session assessment coordinators.	April 22, 1980
4. Feasibility proposal for conference evaluation design and execution.	May 15, 1980
5. Full plan for conference promotion materials and distribution.	May 16, 1980
6. Full schedule of NIE-related sessions (titles, presenters, times and room locations).	June 2, 1980
7. First draft of session information/assessment questionnaire, distribution plan and analysis/ reporting plan.	June 2, 1980
8. Final draft of session information/assessment questionnaire, distribution plan and analysis/ reporting plan.	June 15, 1980
9. Six thousand session information/assessment questionnaires printed.	June 30, 1980
10. Directory of session participants and their R&D usage, interests and orientations.	Sept. 15, 1980
11. Plan for applying conference outcomes to major AASA professional development and communications programs.	Sept. 30, 1980
12. Final report (including edited papers and progress report on actual additional AASA utilization of NIE R&D resource experts).	Dec. 1, 1980

Background to the Project

In 1976 the Executive Committee of the American Association of School Administrators recognized that a new program of activities needed to be created within the Association in order to strengthen the instructional leadership capabilities of school administrators. In order to carry out this set of activities they authorized the establishment of a special program unit within the Association called the National Center for the Improvement of Learning. One of the major activities of this new Center was to produce for the membership an annual Summer Instructional Leadership Conference that would bring together experts in the fields of curriculum design and instructional delivery with practitioners from school districts in order to exchange ideas and information. This conference was to complement the annual Winter Convention of the Association which generally attracts most of AASA's 19,000 members.

The first of these Summer Instructional Leadership Conferences was held in July, 1978 in Minneapolis. The total attendance at this conference was approximately 3,000 and included not only school superintendents but a large number of curriculum and instruction directors in school districts, school principals and board members as well. The second conference was held in June of 1979 in Denver where the attendance reached 2,000. Again a considerable number of board members, school principals and instructional specialists from public school districts across the United States attended this conference, including

the expected large representation of school superintendents. This second conference was planned jointly by Fenwick English, the initial director of the National Center for the Improvement of Learning, and William Spady who took over that position in January of 1979.

Because of Spady's close involvement with the educational research community and the National Institute of Education as a previous staff member, he felt it would be of great advantage to both institutions to collaborate in a way that would allow the products and findings from educational R&D to be brought to the attention of practicing administrators. He approached the National Institute of Education regarding the possibility of some joint endeavor to help in the planning and staffing of the 1980 Summer Instructional Leadership Conference in Chicago. The National Institute of Education was receptive to this idea and the project described here was the product of several months of joint collaboration.

The Scope of the Project

At the time the contract for this project was established in April, 1980, the AASA and NIE staffs began working together intensively to design programs and recruit specialists to appear in Chicago. The scope of work designed had as it's target the identification of approximately 48 presenters to be designated from each of the three major program areas by NIE staff to address issues related to the conference theme of

"Building Success-Based Schools". These presentations were to reflect high quality federally funded research, development, and dissemination work that had a direct bearing on improving shcool instructional services.

Time lines were established for producing a number of products, the most important of which were: (1) a final program agenda and (2) a directory of all those individuals who attended the NIE sessions at the conference. The directory was submitted to NIE on September 15, 1980. It provides career related information on the attendees at each NIE session and an alphabetical listing (with addresses and phone numbers) of all those individuals who attended any of the NIE sessions and filled out a session evaluation form. The directory is over 250 pages in length and enable both NIE staff and program presenters to follow up with the participants in each session.

Listed below are the program sessions that were conducted by NIE designated experts. The list is categorized according to the NIE program which either supported or was related to the research. These sessions were conducted over the period July 6 through 9, and most were repeated once on the program.

The Dissemination and Improvement of Practices Program

"ERIC Searches"

Presenters: Linda Baskin, ERIC Clearinghouse, University of Illinois,

Urbana; and Ian R. Templeton, ERIC Clearinghouse, University of Oregon, Eugene.

Registered attendance: 15.

"Improving Instruction Through Effective Teacher-Researcher Collaboration"

Presenters: Charlotte Lazar Morrison, San Diego Unified School District, CA; and William J. Tikunoff, Far West Regional Educational Laboratory, San Francisco, CA.

Registered attendance: 13.

"How to Get the Best From ERIC"

Presenters: Ian Templeton and Linda Baskin.

Registered attendance: 3.

"Black English: Why It's Important and How to Teach It"

Presenter: William S. Hall, University of Illinois, Urbana.

Registered attendance: 9. Also Taped.

"Effective Strategies for Using Research Outcomes to Improve Local Programs"

Presenters: Karen S. Louis, Abt Associates, Cambridge, MA; Stephen M.

Preston, Georgia Department of Education, Atlanta; and Jay Smink, State Department of Education, Harrisburg, PA.

Registered attendance: 9.

"Useful Research Within Reach on Reading"

Presenter: Harriet Doss Willis, CEMREL, Inc., St. Louis, MO.

Registered attendance: 15.

"Teenage Pregnancy: Issues and Approaches"

Presenters: Libby Benjamin, ERIC Clearinghouse, University of Michigan, Ann Arbor; and Garry Walz, ERIC Clearinghouse, University of Michigan, Ann Arbor.

Registered attendance: 15. Also Taped.

"Merit Pay for Administrators"

Presenter: Ian Templeton.

Registered attendance: 17.

"Basic Citizenship Competencies: Guidelines for Curriculum Change and Effective Leadership"

Presenter: Mary Jane Turner, Social Science Education Consortium, Boulder, CO.

Registered attendance: 5.

"Using Research to Solve Local Problems: Systematic Approaches"

Presenter: Stephen M. Preston.

Registered attendance: 11.

"Better Programs and Resource Utilization Through Collaborative Projects"

Presenters: Robert J. Marum, Educational Service District 121, Seattle, WA; and Joseph T. Pascarelli, Northwest Regional Educational Lab, Portland, OR.

Registered attendance: 9.

"An Effective Strategy for Involving the Community in Designing Solutions to Local Problems"

Presenters: William E. Bickel, LRDC, U. of Pittsburgh, PA; Alice E. Carter, Urban League of Pittsburgh, Inc. PA; and Jerry C. Olson, Superintendent of Schools, Pittsburgh, PA.

Registered attendance: 26.

"Useful Research Within Reach on Mathematics"

Presenter: Robert E. Reys, University of Missouri, Columbia.

Registered attendance: 28. Also Taped.

"Can Federal and State Involvement Really Improve School Effectiveness?"

Presenters: Milton Goldberg, NIE, Washington, DC; Brenda Turnbull,

Harvard Graduate School of Education, Cambridge, MA; Richard E. Schutz, Southwest Regional Educational Lab, Los Alamitos, CA; and Jack Davidson, Austin, TX.

Registered attendance: 3.

The Educational Policy and Organization Program

"Desegregation and Hispanic Populations: Are Social and Pedagogical Resolutions Possible?"

Presenters: Leo F. Estrada, U.S. Census Bureau, Washington, DC; and Abdin Noboa, Latino Institute, Reston, VA.

Registered attendance: 12. Also Taped.

"Women and Minorities in the Principalship: Career Opportunities and Problems"

Presenter: Fannie L. Dawson, NIE, Washington, DC.

Registered attendance: 16.

"How School Organization Affects Staff Development Efforts"

Presenter: Phillip Schlechty, School of Education, University of North Carolina.

Registered attendance: 23. Also Taped.

"Paving the Way for Successful School Desegregation"

Presenter: Ronald D. Henderson, Head, Desegregation Studies Team, NIE.

Registered attendance: 11.

"Responding Productively to Declining Enrollments in Single High School Districts"

Presenter: Alan C. Green, AED, New York, NY.

Registered attendance: 41. Also Taped.

"Promoting Student Integration in City High Schools: A Research Study and Improvement Guide for Practitioners."

Presenter: William J. Genova, TDR Associates, Newton, MA.

Registered attendance: 4. Also Taped.

"The Realities of Managing Staff Development: Problems and Prospects"

Presenter: Donald R. Moore, Designs for Change, Chicago, IL.

Registered attendance: 57.

"Discipline and Suspension: Rethinking Our Alternatives"

Presenters: Ben Brodinsky, Old Saybrook, CT; and Richard B. Chobot, JWK Corp., Annandale, VA.

Registered attendance: 79. Also Taped.

"Strategies for Avoiding School Resegregation"

Presenter: George W. Noblit, University of North Carolina, Chapel Hill.

Registered attendance: 5. Also Taped.

"Cooperative Student Learning Teams: Effective Strategies and Results"

Presenter: Robert E. Slavin, Johns Hopkins University, Baltimore, MD.

Registered attendance: 9.

The Teaching and Learning Program

"How Children Learn to Write"

Presenter: Robert Gundlach, Northwestern University, Evanston, IL.

Registered attendance: 44. Also Taped.

"Dealing With the Contradiction Between Judicial and Legislative Mandates"

Presenter: Joseph C. Beckham, Graduate school of Education, University of Pennsylvania, PA.

Registered attendance: 22. Also Taped.

"The Class Size Controversy: Adding Fuel to the Fire"

Presenters: Leonard S. Cahen, Arizona State University, Tempe; and Glen E. Robinson, Educational Research Service, Arlington, VA.

Registered attendance: 81.

"Freestyle: Reducing Barriers to Personal Success by Overcoming Sex-Role Stereotyping"

Presenter: Pat Seeley, Consultant, Los Angeles County Schools.

Registered attendance: 4.

"Using the New Career Education Measurement Series as a Vehicle for Improving Program Assessment"

Presenter: N. L. McCaslin, National Center for Research in Vocational Education, Columbus, OH.

Registered attendance: 17.

"Documenting Successful Schools: Is There a Better Way?"

Presenters: Lawrence Lezotte, Michigan State University, East Lansing; and William Tikunoff, Far West Educational Laboratory, San Francisco, CA.

Registered attendance: 50.

"Psycho-Social Influences on the Accomplishments of Minority Students"

Presenters: Robert C. Johnson, Institute of Black Studies, Inc., St. Louis MO; and Patricia McCorquodale, Southwest Institute for Research on Women, University of Arizona, Tucson.

Registered attendance: 14.

"How to Use Tests and Test Information"

Presenter: Jewell Gould, American Federation of Teachers, Washington, DC.

Registered attendance: 25.

"Conducting Successful Assessment of Applied Student Performance"

Presenter: Georgine Loacker, Department of Communications, Alverno College, Milwaukee, WI.

Registered attendance: 5.

"Writing Assessment: Alternative Approaches for the '80s"

Presenter: Beverly L. Anderson, Northwest Regional Educational Laboratory, Portland, OR.

Registered attendance: 15.

"Conducting School Improvement in an Era of Limits"

Presenter: Richard E. Schutz, Southwest Regional Educational Laboratory, Los Alamitos, CA.

Registered attendance: 26.

"Using the Community as an Effective Learning Resource"

Presenter: Larry McClure, Northwest Regional Educational Laboratory, Portland, OR.

Registered attendance: 8.

"Alternative Assessment Strategies for Classroom Instruction: Recommendations of a National Panel"

Presenters: Michael S. Garet, Massachusetts Institute of Technology, Cambridge.

Registered attendance: 29.

Dissemination Beyond the 1980 Summer Conference

As a part of the formal contract arrangement with NIE in April, AASA agreed to make available to its entire membership information regarding the substance of many of these presentations. This further dissemination took three forms: (1) taping of sessions, (2) inclusion of presenters on future AASA programs, (3) publication of papers/information by NIE presenters.

Taped Sessions

Each year AASA tapes a number of sessions at its summer conference. These audio tapes are made available to members at a cost of $7.50 per 1 hour tape and $15.00 for a two-hour session. The availability of these tapes is advertised in The School Administrator, AASA's monthly magazine which all members receive free of charge. Eleven NIE sessions were taped and made available in this way. They were: 1) Robert Gundlach, 2) Joseph Beckham, 3) Leo Estrada and Abdin Naboa, 4) Phillip Schlechty, 5) William Hall, 6) William Genova, 7) Alan Green, 8) Garry Walz and Libby Benjamin, 9) Ben Brodinsky and Dick Chobot, 10) George Noblit and 11) Robert Reys.

Participation on Future Programs

Following the Chicago conference, Spady distributed to all AASA Executive Staff members information regarding the NIE presentations with a note encouraging their inclusion in future events. These recommendations were made to AASA's National Academy for School Executives as well.

Because planning for the 1981 AASA Winter Convention was well underway by late July, it was not possible to include as many of these presenters on the program as originally hoped. As of this date, those invited to participate on the February program are: Alice Carter, William Bickel, and George Noblit.

All of these NIE participants will be considered again for possible inclusion on the 1981 Summer Conference program to be held in Washington, DC on July 24-27, whether or not another collaborative project with NIE is formalized.

Publication Outlets

Each NIE presenter was requested to submit to Spady a brief paper describing his/her work for possible inclusion in AASA publications to the membership. Twenty such papers have been received and carefully read and discussed by Spady and the managing editor of The School Administrator. Abstracts of papers by Beverly Anderson and Robert Slavin have been prepared and will appear in the January 1981 issue of The School Administrator. Several other papers are being considered for abstracting and publication as well, but firm decisions about them have not yet been made.

In an attempt to establish a direct link between each of the authors and the entire membership, Spady prepared a one-paragraph summary of each of the twenty papers. Each summary includes the name and mailing address of the author(s) and the highlights of the paper. These twenty summaries will appear in the January, 1981 issue of The School Administrator in an article authored by Spady. The story urges AASA members to identify themselves as such when writing to authors for additional information. A copy is attached to this document.

In order to follow up on the effectiveness of this particular dissemination strategy, Spady will send to each author a copy of the attached memorandum explaining that the summary will be published and that requests from AASA members may be forthcoming. Each author will be requested to accumulate a file of requests over the next six months so that the degree of administrator interest in this work can be assessed.

Further AASA/NIE Collaboration

AASA found the arrangement with NIE to be very valuable in bringing a high quality and relevant message regarding government-supported educational R&D to our members. We sincerely hope that similar arrangements can be worked out for the 1981 Summer Conference being held in Washington, DC. The theme will be "SUCCESSFUL SCHOOLS IN A GLOBAL AGE."

The pressures on schools to improve instructional delivery are enormous. Federally funded R&D has much to offer administrators if a direct communication mechanism such as this annual conference can be maintained. The National Center for the Improvement of Learning under Spady's direction will remain committed to linking the worlds of serious inquiry and practical application.

AMERICAN ASSOCIATION
OF SCHOOL ADMINISTRATORS
LEADERSHIP FOR LEARNING

December 1980

MEMORANDUM

TO: NIE-Designated Presenters at the 1980 AASA Summer Conference

FROM: Bill Spady, Director
National Center for the Improvement of Learning

RE: Requests from AASA members for information on your work

Thank you for submitting a paper to me last summer in connection with your appearance on the 1980 AASA Summer Instructional Leadership Conference! I and two other AASA staff members have read your paper carefully and believe that it contains much of genuine value for our membership.

Consequently, I have prepared a brief (and hopefully appealing) one-paragraph summary of your paper which will appear in the January, 1981 issue of The School Administrator, our monthly magazine. In the accompanying story I urge members to contact you for further information and to identify themselves as AASA members when they write.

Both AASA and NIE are interested in the response to this story. Would you please assist us by keeping a separate record or file of all requests that come in from the field (particularly from people who identify themselves as our members) over the next six month period. If you have already received requests as a result of your participation in the conference, please keep them in a separate file, if you have copies of them. Either Dr. Charles Haughey (NIE) or I will be back in touch with you around June concerning your lists.

Many thanks for taking the time to help us out and have a happy holiday season.

(703) 528-0700
1801 North Moore Street • Arlington, Virginia 22209

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION

TO: Eric Graboyes

DATE: December 11, 1980

Through: Eunice Turk
Associate Director, DIP

FROM: Charles Haughey

SUBJECT: Final Report: AASA Project for Summer Instructional Leadership Conference
Contract 400 80 011.

The American Association of School Administrators has submitted the attached report as its final deliverable on our contract with them (400 80 011.)

I recommend that this final report be accepted and the project closed. The report is technically acceptable as received; although it contains rather less analysis of outcomes than I would like, that limitation is a consequence of our decision to fund evaluative activities through another contract (SBA 8a).

No abstract was required for this project.

There is one notable exception from the scope of work statement reflected in this report. It was expected that papers from some 24 conference sessions would be submitted for publication, if appropriate, through AASA means. Only 20 papers were submitted. Instead of publishing all of them in AASA publications, all have been abstracted and will be announced to the AASA membership with the suggestion that copies can be obtained from the author. In addition, we may seek submission of these papers to the ERIC clearinghouse on management. One paper is scheduled now for publication in The School Administrator.

EA

Information from 1980 Summer Conference
Research Experts Available to AASA Members

William G. Spady
Director
National Center for the Improvement of Learning

In April, 1980, AASA's National Center for the Improvement of Learning received a small contract from the National Institute of Education which enabled over forty educational R&D experts to appear on the AASA Summer Instructional Leadership Conference program this past July. Twenty of these presenters have prepared and submitted to NCIL short papers describing their presentations.

Provided below is a brief summary of each paper and the addresses where AASA members can write for more detailed information. The papers cover a variety of issues related to effective schooling and program management and are grouped under broad topic categories.

Both AASA and NIE are anxious to know to what extent the information in these papers is of interest to practicing administrators. Consequently, it is important that you identify yourself as an AASA member when you write to these authors for additional information.

School Improvement Strategies

"Linking R&D With Local Schools: Implications for School Administrators from the Study of the R&D Utilization Program" by Karen Seashore Louis, Abt Associates, Inc.

This paper summarizes for administrators some valuable findings regarding change strategies and program improvement. It defines the Research and Development Utilization (RDU) strategy developed by the National Institute of Education, presents a set of findings showing how that strategy has impacted on schools, develops a set of implications and recommendations for administrators based on those findings, describes the findings related to effective problem solving processes, and presents action implications and recommendations based on those findings. The paper suggests that real school improvement is more likely to occur when it is viewed and handled as a large and complex change process than when treated in smaller bits and pieces. Details are available from Louis at Abt Associates, 55 Wheeler St., Cambridge, MA 02138.

"The Pennsylvania School Improvement Program"

by Jay Smink, Pennsylvania Department of Education

For the past four years Pennsylvania has been engaged in a school improvement program in 29 local school districts. Its purpose is to help schools analyze their needs in basic skill areas and improve their basic skill outcomes by utilizing the best available instructional programs and techniques. The PSIP brings together an external school assistance team to work cooperatively with local staff to develop and implement a realistic improvement plan. One major product derived from these four years of work is a "Checklist of 13 Reminders for School Improvement Activities." These areas requiring attention include: (1) assessing a school's readiness for change, (2) administrative commitment, (3) identifying leadership staff for the program, (4) using the school building as the target, (5) setting program priorities, (6) involving teachers in decision-making, (7) involving the community, (8) communicating effectively, (9) using a structured but flexible problem-solving process, (10) obtaining pertinent school data, (11) gathering student achievement data,(12) identifying possible solution sources, and (13) committing adequate resources to program components. More detailed information is available from Smink at the Bureau of Research and Evaluation, PDE, 333 Market St., Harrisburg, PA 17126.

"School, Community, R&D Partnerships: They Can Work in Fostering School Improvement" by William E. Bickell, Learning Research and Development Center (LRDC); Alice E. Carter, Urban League of Pittsburgh (ULP); and Jerry Olson, Pittsburgh Public Schools (PPS)

A willingness to seek accurate information about politically explosive issues lay at the heart of a unique R&D partnership in Pittsburgh involving the Public Schools, the Urban League, and the LRDC. The partnership continues to work because each institution continues to value the effort and because the information produced has been useful in both educational decision-making and research utilization within the schools. It has examined the factors associated with variations in student achievement among and within the district's primary schools, the relationship between the grade organization of schools and student achievement, and a new individualized-curriculum remedial program. The program's success is attributed to (1) each institution having important reasons for being involved, (2) a commitment to defining work areas of mutual interest and priority, (3) key decision makers in each organization being involved, (4) the merging of complementary types of expertise, and (5) a past history of positive interaction and trust among the participants. Greater detail is available from Bickel at LRDC, University of Pittsburgh, 15260.

"Improving Instruction Through Effective Teacher-Researcher Collaboration" by Charlotte Lazar-Morrison, San Diego Unified School District

Interactive Research and Development (IR&DT), an approach developed at the Far West Regional Laboratory, is an effective and efficient method of designing, conducting, and disseminating classroom-based research. The approach utilizes a partnership of teachers, expert researchers, and trainer/developers to identify what is to be researched, how to go about gathering the information, and how to use it to design in-service training programs that can directly improve the skills and behaviors that concern teachers. This approach, Lazar-Morrison discovered, not only makes teachers far more willing recipients of research findings, it also enhances their professional capabilities by making them better resource persons to other staff, better students of their own classroom approaches, better observers of classroom processes, and better problem solvers. More information on IR&DT can be obtained from William Tikunoff, Far West Regional Laboratory, 1855 Folsom St., San Francisco, CA 94103.

Testing and Assessment

"Conducting Succesful Assessment of Applied Student Performance" by Gorgine Loacker, Alverno College

The entire liberal arts program at Alverno College is constructed around a competency-based, assessment-driven instructional strategy. The key to this unique program is its Assessment Center. The performance criteria related to eight major "applied performance competencies" (i.e., communications, analysis, problem solving, valuing, social interaction, effectiveness in individual/environmental relationships, responsible involvement in the contemporary world, and aesthetic responsiveness) are made explicit to all students upon entering the program. These involve complex, active task performance, and the entire curriculum is specifically tied to each one. Faculty, staff members, advanced students, and members of the business, professional, and volunteer communities are all trained and used as assessors. As students progress through the program they develop a strong capacity to assess their own work, and with that capacity come self-confidence, improved self-concept, and enhanced learning abilities. Further information about this approach is available from Loacker at AC, 3401 S. 39th St., Milwaukee, WI 53215.

"Writing Assessment Alternatives for the '80's"
by Beverly L. Anderson, Northwest Regional
Educational Laboratory

After making a sharp distinction between indirect (multiple choice) and direct (written samples) approaches to writing assessment, the paper outlines the essential elements, operational steps, and purposes of the three major approaches to direct scoring of writing samples. Holistic scoring seeks an overall impression of a writing sample and is most useful in establishing a rank order among students. Analytical scoring provides a trait-by-trait analysis of specific skills and facilitates diagnosis, guidance, and placement. Primary Trait scoring is similar to Analytical but attempts to isolate the most important rhetorical or situationally specific elements being assessed. Even students can be trained as reliable scorers, thereby heightening their awareness of quality writing and their skills as writers. More information is available from Anderson at the Center for Applied Performance Testing, NWRL, 710 S.W. Second Ave., Portland, OR 97204.

"Dealing With the Contradiction Between Judicial and
Legislative Competency Testing Mandates" by
Joseph C. Beckham, Florida State University

A review of recent judicial decisions related to the legality of minimum competency testing programs suggests that the issues have

been decided on the basis of two fundamental principals: equal educational opportunity and due process of law. Three types of discrimination charges have been relevant in the opportunity cases; those alleging the denial of a fundamental right to equal protection of the laws, minority rights defined under Title VI Regulations, and rights applying to handicapped persons. Fundamental fairness and reasonableness of the conditions surrounding tests and testing are also critical grounds for judging testing programs. Eleven procedural safeguards, which apply to many but not all state statutes, are outlined for policy makers and administrators to follow. For more information contact Beckham at 113 Stone Bldg., College of Education, FSU, Tallahassee, FL 32306.

"Teachers and Tests: The Teacher Union Response" by Jewell Gould and James Ward, American Federation of Teachers

This paper attacks the assumption that teachers view standardized testing programs as having no value and deserving obliteration. The American Federation of Teachers takes the view that teachers desire to use tests for diagnostic purposes and find them useful in making student placement decisions. On the whole they desire to have the recognized weaknesses in tests improved and flock to workshops which help them better understand and use test results. More teacher participation in test design, standard setting, and interpretation are seen as important. Most critics of

large scale testing programs oversimplify the issues and misrepresent the findings of research on the consequences of testing. To improve tests is to improve education. To destroy them is to undermine the foundation of educational quality and standards. More detail is available from Gould and Ward, AFT, 11 Dupont Circle N.W., Washington, DC 20036.

Instructional Programs and Strategies

"What Is The Middle School Movement Really About?" by Joan S. Lipsitz, University of North Carolina

Middle School, like so many terms in American education, lacks theoretical and operational cohesion. There are over thirty grade combinations of schools in the U.S. that include a seventh grade linked either to a sixth or an eighth. Most of them structurally, operationally, philosophically, and instructionally are watered down high schools with no sense of the unique mission that education must play in the lives of early adolescents. The work of developmental (brain research) learning theorists required to validate a genuine Middle School approach is only beginning to emerge, and enormous political and institutional pressures exist to prevent this concept from taking hold. But carefully developed models do exist. For more details contact Lipsitz at the Center for Early Adolescence, School of Public Health, UNC, Chapel Hill, NC 27514.

"Student Team Learning: How Students Working Together
Learn More, Get Along Better, and Feel Better
About Themselves, Their School, and Their Peers"
by Robert E. Slavin, Johns Hopkins University

Classroom experiments conducted during the past decade strongly suggest that student achievement, interracial relationships, and mutual interpersonal concern are all increased when teachers employ cooperative learning techniques. The four major techniques described and assessed in this paper are Teams-Games-Tournament, Student Teams-Achievement Division, Jigsaw (I and II), and Group-Investigation. The paper describes the general characteristics of cooperative learning teams and the specific features and major outcomes of each main approach. More detail is available from Slavin at the Center for Social Organization of Schools, JHU, Baltimore, MD 21218.

"Basic Citizenship Competencies: Guidelines for
Curriculum Change and Effective Leadership"
Mary Jane Turner, Social Science
Education Consortium (SSEC)

A joint project between SSEC, the Mershon Center at Ohio State University, and a national panel of 25 social scientists and citizens has addressed three major problem areas: (1) identifying basic competencies required of citizens in a pluralistic society;

(2) identifying instructional materials and school management practices likely to promote such competencies; and (3) using research to make thoughtful policy decisions related to citizenship education. The project has defined six characteristics of citizenship, addressed a definition of citizenship education, developed a typology of seven citizenship competencies, outlined their underlying behavioral elements (i.e., "capacities"), and prepared a variety of materials related to curriculum development, instructional management, and implementation strategies for administrators and teachers. Further detail regarding the project and materials is available from Turner at SSEC, 855 Broadway, Boulder, CO 80302.

"FREESTYLE: Reducing Barriers to Personal Success
by Overcoming Sex-Role Stereotypes" by
Patricia Seeley, Los Angeles County Schools

FREESTYLE is a video-tape and curriculum materials series designed to expand the career awareness and reduce sex-role and ethnic stereotyping among children nine through twelve. The curriculum includes 13 half-hour television lessons, a teacher's guide, a parents' guide, and a magazine for children. An extensive evaluation of the program was done on 7,000 students and their teachers in five states with very positive results. Students developed more positive attitudes toward participating in non-traditional activities, the competence of boys in nurturing

roles, and the ability of girls to handle mechanical tasks and leadership roles. Detailed information on the FREESTYLE materials, the techniques they employ, and the staff development strategies required for their use can be obtained from Seeley at the Division of Educational Media, Los Angeles County Educational Center, 9300 E. Imperial Hwy., Downey, CA 90242.

Minority Group Issues

"Research on School Desegregation/Integration: Selected Perspectives for School Administrators" by Ronald Henderson, National Institute of Education

There is a major difference between "desegregation" and "integration." Too often desegregation, the mixing of races within schools and classrooms, is seen as an "event," where quantitative considerations and fixed procedures predominate. This paper takes the view that a "process" approach needs to be adopted in which administrators carefully plan, orchestrate, and monitor a preparation program and an on-going facilitation program. The key considerations in the preparation phase have to do with (1) student assignment (i.e., racial proportions), (2) staffing, (3) in-service training (with a staff development focus linked to the needs of specific sites and individuals, (4) curricular reform, (5) testing, and (6) co-curricular activities. Research suggest useful guidelines for each of these six areas. In addition, administrators should consider employing a set of activities shown to facilitate successful "integration/quality education" efforts. These include cooperative learning teams in classrooms, status equalization strategies, and active extracurricular programs. Further detail can be obtained from Henderson at NIE, 1200 19th St. N.W., Washington, DC 20208.

"Promoting Student Integration In City High Schools: A Research Study and Improvement Guide for Practitioners" by William J. Genova and Herbert J. Walberg, TDR Associates, Inc.

Research findings on alterable school characteristics and practices were obtained from over 1,500 students in 18 multi-racial high schools in four Northeastern cities. After accounting for the effects of several important factors such as family socioeconomic status and prior interracial experiences, the findings show that positive student interracial attitudes and behavior are associated with six school practices and thirteen school climate factors that are ammenable to change and improvement. Further research led to the development of a set of activities and strategies administrators and teachers can employ to strengthen each of these important areas. Over twenty schools have followed these suggestions with successful results. Details concerning these strategies are available from Genova at TDR, 385 Elliot St., Newton, MA 02164.

"Psycho-Social Influences on the Accomplishments of Mexican-American Students" by Patricia MacCorquodale, Arizona State University

Findings from national surveys and a detailed study of over 2,400 Tucson junior and senior high school students were used to address several major questions concerning the factors affecting the aspirations and achievements of Mexican-American students. The author recommends more intensive and effective instruction in the basic skills, increasing the counselling emphasis on students taking more than the required number of math and science courses, new approaches to breaking down sex and culture-linked career stereotyping, and more intensive career education experiences. Minority parents in particular rely on the school to provide accurate educational and career guidance to their children. Details are available from MacCorquodale at the Department of Sociology, ASU, Tempe, AZ 85721.

"Women and Minorities in the Principalship: Career Opportunities and Problems" by Fannie L. Dawson, Oakland (CA) Unified School District

This paper takes a historical perspective in addressing the continuing problem of the underemployment of women and minorities in the principalship. By drawing on data from many sources, this experienced administrator addresses five major issues: (1) the

status of minorities and women in the principalship; (2) promotional aspirations, academic preparation and barriers; (3) levels of on-the-job performance; (4) career opportunities, paths, and problems; and (5) intervention strategies for change. This last section describes eleven different strategies that can be used by state and local boards and institutions of higher education to improve the administrative career process for minorities and women. More information is available from Dawson at 27889 Pebble Court, Hayward, CA 94542.

Career Education

"Demystifying Career Education Evaluation" by N.L. McCaslin, National Center for Research in Vocational Education (NCRVE)

The NCRVE has prepared and tested a series of five handbooks designed to assist individuals responsible for the design and administration of career education programs in doing competent program planning and evaluation. This "Career Education Measurement Series" was developed for administrators lacking specialized training in evaluation. The five "how to" handbooks are entitled: 1. Assessing Experiential Learning in Career Education; 2. Career Education Measures: A Compendium of Evaluation Instruments; 3. Improving the Accountability of Career Education Programs: Evaluation Guidelines and Checklists; 4. A Guide for Improving Locally Developed Career Education Measures; and 5. Using Systematic Observation Techniques in Evaluating Career Education. Additional information regarding the handbooks can be obtained from McCaslin at NCRVE, 1960 Kenny Rd., Columbus, OH 43210.

"Research on Experiential Education: A Typology of Programs" by Richard J. Miguel, National Center for Research in Vocational Education (NCRVE)

A systems analysis framework developed by Getzels and others provides an important foundation for research on practical models of experiential education. The framework guided several research questions regarding the content, process, function, structure, and pattern of programs which orient students toward and provide experiences in the world of work. The resulting classifcation system shows that experiential education programs fall into five major categories based on the degree of latitude they allow students and the outcomes toward which they are directed. Explanations and examples of these types (i.e., normative, adaptive, reciprocal, transitional, and personalistic) are provided. Further detail can be obtained from Miguel at NCRVE, 1960 Kenny Rd., Columbus, OH 43210.

Other Issues

"Adolescent Pregnancy and Parenthood" by Garry R. Walz and Libby Benjamin, ERIC Clearinghouse on Counseling and Personnel Services (ERIC/CCPS)

The authors summarize the extensive but disjointed research literature on the many educational, medical, and social aspects of teenage pregnancy and parenthood. Their review summarizes evidence and viewpoints regarding sources and consequences of the problem and the programs which can assist young people through the major and sometimes traumatic adjustments required of youthful parenthood. The particular value of this paper to administrators is a series of eleven recommendations regarding policies and programs school districts could employ to provide pregnant teenagers and their mates with the counselling and educationall opportunities they need in order to continue to develop themselves and establish economic and social patterns of self-sufficiency. Details are available from Walz and Benjamin at ERIC/CCPS, 2108 School of Education Bldg., University of Michigan, Ann Arbor, MI 48109.

"Documenting Successful Schools: Is there A Better Way?" by Lawrence W. Lezotte, University of Michigan

One major trend in the current body of research studies on effective schools requires that the areas of student achievement being used to measure effectiveness be clearly specified, that the assessed performance of economically disadvantaged students in those schools be at parity with the achievement of their non-disadvantaged classmates, and that the performance of both groups be at or above (state) established standards of minimum mastery. While there are limitations to this approach, it refutes the belief that high achievements for whole groups of disadvantaged students is impossible. Guidelines for designing effectiveness studies are offered in the paper, along with five implications for school improvement which focus on the school building as being the unit of change and virtually all members of the school's social system being involved in the improvement process. Details are available from Lezotte at the Institute for Research on Teaching, Erickson Hall, MSU, East Lansing, MI 48823.